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Six speakers consider programs for the retarded. Geraldine K. Fergen describes the challenge of special education; James O. Smith discusses planning appropriate language programs for children with retarded intellectual development; and Bobby Falk outlines the sequential development of skills in the trainable mentally retarded. Also treated are perceptual motor development through physical education, by Matthew Sullivan; the role of the teacher in the development of curriculum for trainable retardates, by Richard S. Dabney; and the training objective sheltered workshop personnel want teachers of the trainable to meet, by Don Huddle. (JD)

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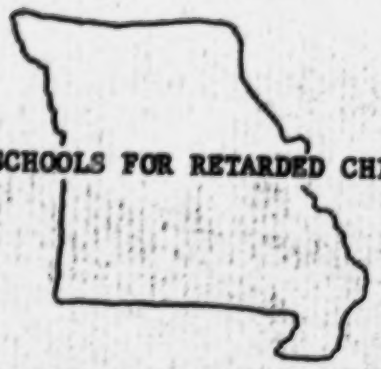

STATE SCHOOLS FOR RETARDED CHILDREN

B. W. Sheperd, Director

EC003919

STATE DEPARTMENT OF EDUCATION
HUBERT WHEELER, COMMISSIONER

H. Kenneth Kirchner, Assistant Commissioner
Division of Administration

SPECIAL EDUCATION - THE CHALLENGE

Speaker: Dr. Geraldine K. Fergen

I am delighted of course to be here and to have this opportunity to participate in your program, I am happy to bring you greetings from the faculty of the University of Missouri, and we commend you for your well-planned program. We commend Drury College for its fine institution of your program, and we wish you all success and hope that you obtain the objectives of the program that you have set up for yourselves. In knowing where to begin here --- and so today, it occurred to me that I might describe a little for you some of the things that are going on in other disciplines.. And although any time is a good time to discuss the desirable characteristic of teaching children with retarded mental development, the present moment now is exceptionally propheted. Far reaching needs are with us and they are with us as a result of the impact of several changes. In order to set the stage for this discussion, I would like to review with you briefly, some of these changes. In spite of the large number of persons involved, interest in children with severe mental development, severe retarded, or sub-normal mental development, until just 10 years ago, lies far behind other areas of exceptionality. And I thought this morning we might look at some of the reasons why - why up until just 10 years ago.-did this area lag so far behind. I want to do this very briefly this morning, and then go on to some of the changes. While the whole field of retardation - really five or ten years ago now - had been enveloped in what I like to think of as perhaps neurolistic attitude. Attitudes due to our over-reaction of depicting these individuals, these mentally defectives, as hopeless cases for which nothing could be done. We laid a great many socially ills to their doorstep.. We even said if we don't stop the propagation of these children, we will have a complete degenerate race. Public interest you see, then, turned to more hopeful areas of the exceptional. And only minimal custodial tasks was offered to these children. And in turn this brought about isolation from public awareness. A second reason why this area lagged up until 10 years ago, was the catagorization of the retarded as a stigma engendered as attitudes of shame and rejection in those very people who were needed to arouse public support. A third reason, the concept of the constancy of the IQ. This minimized the positive potentialities of the retarded and thereby we so many times improperly used this IQ in making decisions for educational placement, for vocational guidance, for job placement, and for psycho-therapy treatment. And the fourth reason why we have the lag, a great deal of unnecessary prophamisms changed from failure to understand the causes of deficiency.

Now during this past decade, we find the search for truth for these children to be very honorable. In fact, sometimes to be too honorable - the positive attitude you see has now emerged. And these have come about, in part, by forces, and by sequences, that occurred just prior to 10 years ago. I don't want you to think that all of a sudden we entered into a decade of complete emergence of changed attitudes for these children. Two things, or three, occurred just prior to 10 years ago, which in my judgment had some impact on the present 10-year-period. I'd like to just briefly review them with you. I'm sure you know them, but one great step forward was taken when it became recognized that mental deficiency involved phophesies which could be studied by methods of clinical science. And even though the greater men argued today, I think the work of Straus has had a great impact on what's happened in the last 10 years. And he put forth the distinction between the exogenous type and those involving injury by force arising outside the organism and the ontogenesis type and he did a great deal with this great contribution to qualify the nature of disorders. And a second thing that occurred just before the past 10 years, the recognition of possible adjustment utilizing high motivation. This was experimented with, and I know you're going to say I've heard that long before and that's true, just prior to 10 years ago, we have tremendous experimentations on high-powered motivation in relationship to possible adjustments of those youngsters with severe mental retardation. A third factor, the emphasis of the parent movement. The creation of the National Association for Retarded the Governor declared a little more than 10 years ago. And this vociferous and potent grass-roots movement has had immeasureable impact on the last 10 years. And now let's focus with our history for just a moment on the 10 years, with what's going on within our decade here. Let's take a look at it. The historic federal panel on mental retardation, and the ensuing legislative enactment, both federally and at the state level. A second going on today in this exciting decade for retarded children. The breakthrough that mental retardation is but a symptom of a host of disorders and the current effort in medical science concerning researching disorders now, instead of symptoms, notes the work of a national institute of neurological diseases, note also the ample funding federally for this research. A third factor, the metabolic defective treatment which has come about 10 years. Treatment of special diets for children with PKU and Blastema , etc. The tremendous work in the past 10 years, on prenatal care as preventative factors. Note here particularly all the research which has been done on drug testing. And then let's not

forget of course in 1965 the chromosome discovery, and 1959 or shortly thereafter the discovery that the mongoloid child possesses an extra chromosome and then the ensuing discovery following that of Mossack, Potters, and Saeline affording us an understanding of the phenomena of non-disjunction and the translocation of cells. And then, let's not forget the sociological studies, the tremendous host of studies here, dealing with cultural roles on mental retardation. We have so much going on - we have determined factors in statements along this line, the culturally deprived, I often wonder who is really culturally deprived. No one is ever born into this world without a culture. Thus the terms are floating - the research is going on - headstart. We could go on and on. Surely there is reason concerning culture as a factor in mental retardation. And another contribution to this great era of the sixties for retarded. First, performance now is being viewed in patterns and conditions rather than past failed criterium, and this has tremendous impact. And then, of course, the skepticism, and thank heaven we've finally reached this, of the cherished myth of the terminal factor of learning. We used to think when you reached 16 you never learned anything any more. And of course, I call your attention here to Wittmer's Classical Studies concerning the unrealized potential and subsequent intensive structured program for trainable mentally retardates. And then one other factor, in this current decade, that is an exciting thing, Psycho-Educational Emphasis - not only testing with just a past-failed standard, but also following that the ability to pick up this test and put it over here and say, this is what you teach. Note here, Linatts tested psycho-linguel, Frostig's contribution and a host of others, the insurgence and popularity of some terms has come about. Now, back in my earlier college days, the terms were diplexia, aphasia, agraphia, etc., were popular. And then all of a sudden, they were naughty words, you didn't say them anymore. And two years ago, we were having a resurgence of these words. It's now popular again to talk about the child who can't read as a diplexia. This is now popular again. So, this sort of thing has now been resurrected. So, emanating from the diciplines of medicines, from sociology, from anthropology, from psychology, let's look at the educational movement during the past decade. What have we been doing? Not very much. That is not very much in terms of research but we have been doing a great deal of scurrying around during the past 10 years, to provide teachers in classrooms for these children. That, in essence, is about the extent of our contribution. I'm not minimizing it, it's great. We've had little time to do any research. We spend so much time trying to serve. Serve in the sense of finding teachers, and

classrooms, and buses, and equipment. Now much of this scurrying has been due to our lack of readiness in the early 1950s. We just must face it, we didn't have our thumbs on the pulsebeat of what was going to happen. But our service became a mandate and such , perhaps over the country - certainly here in Missouri - and we have made some really gallant efforts to find whats been done in order to do an adequate job of service. And when we went to find whats been done educationally, what did we come up with? Well, the great Illinois study. Some experimental honest "dodo" statements by Hudson. And my dear teachers, that's about all thats in our field in education. Sad as it may seem. So, here we have the exciting 1960s, for the severely retarded. And here we have medicines running rampantly, doing great things, here we have sociology and anthropology doing great things, and then we have psychology interfereing really in our field, but doing something. And we have offered so little It occurred to me why in addition to our not being ready for it, and having to scurry around just to provide service only, it occurred to me why. And I would like to answer that for you today. Why have we been hesitant. To really launch out - to do research in our own field - other than the lack of time perhaps. I think because we have so many controversial issues in sympathy. Let me try to explain that. The issue of rigidity in mental retardation. We've got studies by Goldstein, by Carmen, by Werner, and by many others, and none of these studies agree. Now, what do we mean by rigidity? Rigidity in learning. And all of these studies are variant. I think in my judgment, effort in this area must be directed towards the basic laws of learning. And, when we're talking about basic laws of learning, in my judgment, this belongs at the educational laboratory level which in essence means, it must be done with children in existing programs, and, if you please, in your classrooms. They think we've been so confused about this matter of rigidity of learning. But this is one of the reasons we haven't actually done any research in it. A second reason. Let's take another controversy which has really mixed us up in education concerning these children. The vocational training controversy. Some people argue, well, just teach as much basic tool work to these youngsters as you can, and then leave the job training to the job. Don't try to do in school, just go ahead and do what you ordinarily do, and then when they get on a job, let's train them for the job, on the job. Now some people believe another thing. They believe that training on a job part-time is a good thing, and then let's find out when the student or child is on the job the skills he doesn't know, and then let's bring him back in the classroom for half a day and reinforce these

skills, and then put him back on the job. And then even a third group say, no, that's not the way to do it at all. Let's hold to the continuous training from the time a child is brought into school and made vocational training a thing from the beginning all the way through. With no difference here between leaving a formal school program and becoming a member of the role of vocational training. That is a continuous thing. So, you see how confused we are. We just don't know what to do with your curriculum, do we? When it comes to should you, or shouldn't you, do some training vocationally. Another controversial issue. Programmed instruction. We hear a lot about this, but no evidence exists today, that this laboratory creature has value with children with retarded mental development. We have no evidence as yet - for the array of disorders that are concomitant with sub-mental development has indeed baffled many of us. The term, rune-disorders, what does it mean? People swing it around - use it. We really don't know what it means - but it sounds awfully good - and as a result, it kind of frightens us in education. The term, minimal brain damage, this is another goody, isn't it? It sounds so good, and its so confusing. Because, we wonder, well, how do you really teach someone with this little handle or label. Another goody: Severe neuro-logical disfunction. This has sort of frightened us off our pedestal a little, hasn't it? And some tell us that we should highly structure our classroom program for trainable retardates. And some say, oh, never do that. Never. We must allow the child to grow, in terms of his readiness level. Shades, you see, of the old permissive program. Well, no wonder we don't know what to do. Some say teach reading - some say, no, don't waste your time, you're wasting time and money - don't do it. Is it no wonder you don't know what to do? We have been duly frightened in our efforts in education. Frightened in our efforts to organize and to experiment. We've been frightened in terms of our eagerness to find the answers that are so thoroughly needed in our contribution to the marching sixties for these children. Among our own and in our discipline, we are witnessing, you see, something else thats a little confusing. We are witnessing an age when people are up and doing. Everybody has got to be up and doing in the 1960s, or you're not with it. Some of these people are eager for recognition. We are witnessing some people who are very clever amateurs in this field, and in this flood of our time. Some people who are directly at this moment even, writing out some plans, not a part of this discipline of education. A part of another discipline, and they are actually writing the lesson plans for teachers, of

these kind of children. And the teachers are so highly elated, they proceed with it until they finally realize its restriction teaching only, and it just doesn't work. There has to be some stability in a lesson class. I like to think of these aspirants who are invading this field because it has nothing done for itself, and they feel so duty bound and royal to assist us. I like to think of these aspirants as those aspiring for a cause and a name, and I know they are clammoring all around us. But the name I think about is Chargold Baldwin. You think about that for awhile. Those who feel that when we as professional teachers turn them down in terms of writing our lesson plans they feel highly inconvenienced. They do not want to stop and let us show in preparation on experimentation. They are truly those who know little of the difficulties of teaching. And I say to us, let's not be guilty of living in the kingdom of the blind, where the one-eyed man is hung. But let us approach the problem of determining desirable educational characteristics in the educational children with mental retardation with a certain amount of courage. Let me try to define some of this for you. I think we need the courage of approach. Of approach of teaching teachers and not as theory novelists. I'd like to put it back in the classroom. Secondly, I would say to you in your deliberations here, do not feer categorical phraseology from other disciplines, don't fear it - don't get excited about it. Don't be afraid of it. But discover educational groupings yourself appropriate to the children that you teach. Thirdly, I would say to you, you be the determiner of whether or not rigidity in learning exists with the kind of children tnat you teach. You settle that controversy and settle it to the satisfaction of educators. Educators who are involved in the process of learning. Fourthly, I would say, create, oh create, create a curriculum which involves vocational forethought. I would say to you be adament during this week in the belief that the growth years of a child are a part of the total development of living. So many times, I have no quarrel with vocational rehabilitation, a great organization. But so many times, after we've had a child in school for a good many years, and its been an expensive education, and we transfer that child of chronological age 16 or over, to vocational rehabilitation. They try to give us the impression that its a brand new situation, that we never heard of, or no one heard of. And so they start diagnosing all over again, which is extremely effective you see. They fail to be cognizant of the fact that rehabilitation or something has been going on for quite a few years. So I say to you, make vocational training an intricate part of the curriculum. It is an intricate part. No one has

ever written just exactly or put down just exactly how this is a part of curriculum, but let's say children in chronological age of 10 and in your classroom. Always what you do, part of what hes going to do later, if later, he is able to support himself. These, you see, are the elements of curriculum that I am talking about. I say to you experiment freely with structured programming. None of the answers are in, and all of the materials that you would want to use for such programming, I am sure would be at hand for you - experiment with it. Use machines, use anything with it. One of your group told me last night of a device for reading. Have the husband print Dick and Jane as they can't read out of the ordinary textbook, you see. By printing the words, slipping the words around a little bit so they have meaning for an older age child, and having them printed real large and putting some card behind it and on flannel boards and I quiz you - are you aware of the fact that price-saving material has always been relatively effective for retarded children and feel an essence because this type of material and research is not available to us and to all of you. So be experimental. Let's assume now this is a classroom. I'm talking about classroom study now - how do you organize your thinking in relationship to the process called teaching-learning. Well, the first thing that they hand you, or that's given to you in the State Department is some diagnostic records. What's the important thing? What does it lead to? Well, from it - from this data - be it a case history, or diagnostic, or whatever, from that data, the first thing you must do in your organized structure of what you're going to do is to make a determination of the equipment and the facilities you need. From that data, there are sociological factors which tells you here's a child that needs help in structure. Here's a child that comes from a culturally deprived home and he needs some good health instruction. You may need a bath tub in your school room. You may need something along with this, so read the diagnostic data and from it write down per child the exact equipment and facilities that you think you will need. Keep it in mind. You might not get all the pieces the first year, but keep it in mind. From knowing equipment and facilities and diagnostic data, the next organized step is for you to attempt to group your children for the work that lies ahead. And grouping is never a permanent fixture. And its never grouping the children and keeping them in that group all day long. You may group the group for some academical work, you may re-group them again for some physical activity, you may group them again for something else, but grouping is vital. And I hope in your deliberations here this week that you make a

real study of grouping. And all the problems that enter into it. And on what base from your diagnostic data and the equipment you got should you decide to group. How do you make these decisions. I wish I had time to be with you and explore this because it's a mighty interesting attack. From your grouping, you develop your breadth of curriculum. Out of your diagnostic data, out of the equipment that you need, and out of your grouping of children, is the development of your gene. ' curriculum. All the components of it, and then decide about it, and you don't need the same curriculum for each group - nor from training center to training center - it may differ - in view of the kind of children you have. And after this general curriculum has developed and you are spending a lot of time at this conference on it, and indeed, I hope you develop it thoroughly, but always with the thought in mind it must be flexible - you don't have to have the same thing for every group of children. Then out of that comes lesson planning. Few people just don't use those terms any more. It is considered old fashioned, but, believe me, it is essential in the teaching - learning factor. You plan a lesson - a lesson for a specific area of the curriculum, for a specific group that you have grouped, and for the specific use of certain fundamental equipment, which lent itself from the diagnostic data. Lesson planning is so essential in the everyday life of the teaching-learning process. I could spend a great deal of time just on this, but I hope you recognize the importance of this and will spend some time in concern with it. Many of you plan a lesson. Always, you must keep a piece of paper handy to jot down the materials and resources you need to carry it out. This is passe - what do you mean? So much you see develops after the lesson plan is thought up - what materials do I need and you must gather the tools of operation and resources. And then you must make a decision as you reflect back, what technique must I use, or do want to use, or choose to experiment with in the execution of the process of teaching. That's another word that isn't too popular today - Technique and Methodology of Teaching - and its very vital, and I would say this to you, that in the profession of teaching, there is no two of us that should execute the identical methods. We never really can because we're different people. The technique of teaching - this is the true art of teaching. Teaching is a work of art - you are the artist, and it's your technique that's unique to you and your personality, and your repport with children. That's the real key answer. It is the success of teaching-learning. That's how important this aspect is. You, your ability as an artist, to execute and you execute through a technique.

You probably don't know how many techniques - how many of them develop them. Then, of course, the process of execution itself is the teaching-learning process. When you finish with it, using the best technique you know how having guarded all the materials and resources essential to a good lesson which you have spent time planning and preparing which is one aspect of one day's work, of your total general curriculum, which you have developed in lieu of certain groups of children before you, which you have grouped because of certain equipment and certain diagnostic aspects, you are ready, then, to evaluate your work. And as you evaluate it, you say, well, wait a minute, this is the diagnostic data that was given to me. Johnny is a little better than that, after two or three weeks, two or three months, so it becomes necessary for you, then, to add a piece to the diagnostic data that was first handed to you on Johnny. And it's up to you to say, Mr. Brewer, Mr. Sheperd, or someone, that gathered the first initial data,... Hey, I have a contribution to make to that first diagnostic data that was given to me. I now find that. And you endorse it, and you add to it, or you subtract from it. This is the unique cycle of the teaching - learning process. You know, at the beginning of this century, Abraham Flexner who is one of the giants in professional education, wrote the intellectual nature of a profession, indicating that activities must be a pro-part of a profession. Or you're not a profession. In fact, he said, there are three things which earmark a profession. One is sanction, which means the right to prophet. Secondly, he said, a profession must have theoretical content. And thirdly, he said, it must have privacy. Something different from any other group. Are we a profession? Is the field of teaching children with trainble level abilities a profession? Let's look at these three earmarks. Professionally - you have the sanction to teach, indeed you do, and a very high certification requirement established in this field. So, we need this professional earmark to sanction teaching. We have theoretical content - not very much. We have lots of build. That's what you're doing this week. That's what you've been doing in the few conferences you've had prior to the preparation for this week. This is what you've been doing since we've had this trainable program in Missouri - is having meetings of this kind, to help nationwide, if you please, as well as from Missouri, to build this theoretical content. The curriculum guide which you people have put out are one of the greatest contributions to this theoretical content. We haven't had much to help you with. I recognize - I tried to explore that with you. You said we should start but you've made a contribution, and I commend you for it.

Thirdly, do we have privacy. Well, all of teaching doesn't have much privacy because anyone that has ever gone through the eighth grade is an expert in the line of education. So, we don't have the privacy of what other professions have. For instance, very few parents of a youngster who has had an appendectomy would think of telling the doctor exactly which instrument to use to perform the surgery. But they often tell us in teaching exactly what to do. We're used to that. We are gaining perhaps more privacy as years go along, but the total field of education does not have the privacy that other professions do, simply because we are at the mercy of the taxpayer, and this probably is very good in a democratic society. We're democratic in letting everyone know what we're doing. And then they think this is too harmful, so within the realm of the privacy that we can have, I believe we have it. But I would say to you in this field, you are part of a truly great profession. The whole profession of education. A profession that has been built over many years with a great deal of painstaking effort. I call to your attention the pioneer work of our National Education Association, and all that it has put in to bringing the whole field of education to full professional level. I call your attention to the National Counsel for Exceptional Children for all its pioneering efforts in your behalf, and behalf of other teachers of exceptionality. And by the way, if you have an N. E. A. number of a C. E. C. number... ..... But I say to you that you are a part of a real profession. Don't sever your pride with these professions: The total profession of special education, all the exceptionalities, keep yourpride with that group. With that group in Missouri which is part of N. S. E. A. With our National C. E. C. group, which is part of N. E. A. And don't lose your pride with the Missouri State Teacher's Association and the National Education Association. Because through this body, which is already a proven professional body, you have now linked hands, and we in this total body challenge you in your deliberation here this week. We depend on you to fully supply us with the professional activities of your work. We challenge you for this week and for the future to answer these two questions. How is your work organized to be relevant to the teaching profession? And secondly, we ask you, what unique body of knowledge exists in your field only? And I tell to you, you must be the demonstrators of this learning. You must be the analyist of this kind of knowledge. You, this week, and always, are the builders of this specific community of people, here in our cities who must live among us in our society. Thank you.

PLANNING APPROPRIATE LANGUAGE PROGRAMS FOR THOSE OF RETARDED INTELLECTUAL DEVELOPMENT
Speaker: Dr. James O. Smith

I think that all a Professor can do from a school of education is to hastily assert even over and above the introduction, to say to you that I have worked with children. Because so often the audience says, well, yes, he's in the school of education, but has he ever taught children. And I always hasten to add, yes, I've taught children. Now many of my colleagues in schools of education and some you've listened to have not taught children. So now I tell them, I say, if you haven't taught children you should at least tell the audience that you have children of your own. And Mr. Cox assisted there by stating that I did have children of my own. Now, of course, some of my colleagues in education can't say that either, and I have told them that you must then profess to be a veteran of World War II. And I'm a veteran of World War II also, so I think if I say things that rile you or provoke you or challenge you, you can hastily let it circulate through your mind - has taught children, has children of his own, is Veteran of World War II. Another thing I would like to clarify, because we do get a limited chance to speak to public schools, and to folks in work like you do, and we like to clarify certain things. Now, one was a tragic error perpetuated by Clark Kerr, the recently fired Chansellor of the California College and University System. Now, I'm not that sorry to see Clark Kerr go, because it was Clark Kerr that said while I was in California that there are only three major problems in the University. He said first there is football for the alumni, parking for the faculty, and sex for the student. Now, I want to tell you that the students at our University are interested in football, and that few of the faculty like me, once we pass forty, we lose our interest in parking. One other thing I noticed here someone said UCP for the OH and I used to open my classes like jargon or professional terminology. Everyone knows that we have the MARC as part of the NARC to work with MR's and of course some people say TMR and we get caught like this and have communication problems. Let me say immediately that I feel that American education has accepted the responsibility that few countries would want, and we have put ourselves in a position of facing continual criticism, criticism directed by you for this program, criticism directed toward you by me, for university people, criticism of your work directed by parents. There will be criticism of our work as long as we serve to seek an ideal. These ideals are that each child has a worth and dignity, and the other ideal is that each child deserves an equal educational opportunity. These are ideals that in this country have received lip service, and yet in every sense of dedicated application, that these are ideals that we

seek. And we shall not reach these ideals in our lifetime. We shall strive to demonstrate by programming that we sincerely mean that each individual child has a worth and dignity, but we shall strive for an ideal. We shall strive to demonstrate in programs that we in fact want to give each child the full opportunity to develop to his maximum capacity, but again, this is an ideal. We seek to serve the most discrepant population. We seek in special education to serve all of those thought to be exceptional, and to render special educational programs for them. You seek to serve one of the most discrepant populations. The child that has not been studied enough - you seek to serve a child for whom curriculum planning is almost negligible. You seek to serve a child through training that was not always well thought out. You bring at this point and time your abilities, your hopes, your desires, at a point and time when we strive to include a population - the severely mentally retarded, and you seek to bring them further toward this educational ideal of an equal educational opportunity for these children. Specifically, I am here to discuss the topic of planning language development program. If you will note, as you review the literature in your own field, how little of it seems to generalize to the work that you want to do. I am not here to say that much of what I say will be entirely different. Most of the research that has been done with severely mentally retarded in this nation has been done by experimental psychologists in institutional setting, usually on a one to one learning study basis. I can say to you that you proceed on faith, you proceed with intuity of understanding, best guesses and best hunches, and in some instances some generalizeable findings from a rather limited amount of research. I only say this because I will be criticized for my work in special education, you will be criticized for your work. Those who seek to serve the exceptional child must learn to withstand criticism, and to continue to try to learn and to continue to try to do a better job. So, all I bring you here is merely what I hope will be some helpful hints, in no way hopefully derogatory or critical of the language development program you may be pursuing. Much of it reflects my own intuitive feeling, my own experiences, what little research I have been able to consummate, what little research I have been able to read, and learn of. Historically with the population you seek to serve, the strategy that our nation followed was the placement of these children as far away, it seems, from population centers as was possible. And to place these children in what we called in some instances leniently, State Institutions, or the State Training Schools. Again, if I refer back to language programs, you must know that most of these institutions until very recent time did not provide speech therapy, did not provide speech improvement, nor did they provide in any meaningful sense language development programs for these children at all. If you look at the limited research of this

population you will see study after study after study that tells you that the institutionalized severely mentally retarded child will in a sense deteriorate as far as language function. It stands to reason that if we place large numbers of language delayed children together with large numbers of aids who themselves perhaps have not had the advantage of language development programs or the training that could be given aids to foster and develop language work on the wards, that we have created a language barren environment for these children. We saw, particularly after World War II the development of the day-care training concept. It has never been illustrated better than the growth and development of program in your own state, Missouri. The growth of programs here in the last eight years, certainly has been inspirational to the Nation in finding a way to move forward and serve large numbers of severely mentally retarded children. When we look at the research, however, we can see from the Tane Levine study in the California Area that the creation of the day training school program does not in and of itself, guarantee language development beyond that that might be found even in the child that remains at home. We have some studies to show that children who remain at home, when compared with children who live at home and go to the day-care training center, are not appreciably different in language development. We do have evidence, though, to show that severely mentally retarded children that live in institutions, and severely mentally retarded children that go to school in the institutions and live there are less developed in language than either of the populations I referred to previously. Those that live at home, or those that live at home and go to day-care training schools. It seems now the obligation of those of you who believe in the day-care training concept, that we must now want to stand on the merit or the end product of our program. This means that we would want to carry out a program for children that will demonstrate measureable results. And now that we are able, and perhaps reliably so, to measure changes in language development of children using various instruments, and various techniques, that the time has come for the day-care centers, the time has come for the teachers of these programs, to be challenged to demonstrate that through their work with young children, they can foster the language development of the severely mentally retarded child further and more consistantly than the child's language would develop if he just remained at home. And this is one of the great challenges for programs for the severely mentally retarded. It seems that no matter who is asked, no matter how you express the goals

and objectives that you have for your children, sooner or later you're going to mention some words like, developing verbal skills, or you're going to use phrases like language for effective living. Someone will mention communicative skill, or communication, someone will say things like ability to profit from verbal cues. However you word it, language development is broad and it encompasses far more than oral speech, which is but one facet of language development. So, I speak generally now about programming for severely mentally retarded children, in broad areas of language. And now, I'm talking about the child's ability to receive, stimulate, visually, auditorily his ability to make associations of all types, whether they be visual and vocal, or whether they be auditory and motor, or auditory and vocal, and I'm very interested in this child's ability to communicate orally as well as to gesture or in some instances sign or indicate motorically his wants and needs. I started working in the field of speech therapy, as was noted. I was trained to work with small groups of children. I was trained to do primarily sound-centered work. In other words, I was trained to correct certain sound substitutions. I was trained to work with children who ommitted certain sounds. I was trained to assist children in learning to substitute one sound for another, improperly used. It seemed to me that once I was assigned to the R. J. Delano School and began to work with severly involved and in oftentimes mentally retarded, Cerebral Palsy children, this seems to be the first point professionally that I began to question the basic training that I had as it related to this particular population. You see, it began to impinge on me that what I was doing indeed with an experientially deprived - a group of mentally retarded, language delayed children - that the work that I was doing as a speech therapist, which later became speech correctionist and later became speech clinician. I have to bring that in to show how far back I do go. In fact, they're now debating whether to call themselves vox-ologists. It began to seem to me that the time I had to spend with Cerebral Palsy children, the one-half hour, or two one-half hour periods each week, was not broad, it was not language developmental. It seemed to me that something more was needed for these children. And at that point in my professional career, after talking with Mrs. Dabney and Mrs. Evelyn Allen who was then my supervisor, that some experimental program was called for and they encouraged me to try something that we then called speech improvement. It remained somewhat sound-centered, but it was broader because we worked in a communication context, it was broader in that I would go into the classroom and work with the entire crowd rather than

bringing children to the speech clinic for the short periods of time. And at that time, approximately 1953 through 1956, I was allowed to spend three years working with several classes of orthopedically handicapped OH children and seeking to generally develop language rather than specifically correcting certain phonemes or sounds. I used to ask myself, isn't it more valuable to have a child that can find more words for pictures, isn't it more valuable to have a child that has some semblance of fluent speech, a child that has some concepts developed, rather than have a child that can make a snake sound, a singing sound, a growling sound, a child that can learn by labio after three years, but who then has no words to use by labio then. I wonder, and I've always wondered at the economy, the expenditure of time by speech specialists who remain in the sound-centered domain, teaching children to make M's, P's, and D's, and then find the experientially deprived orthopedic handicapped, Cerebral Palsy child who has almost no verbal repertoire, that calls for M's, P's, and D's. And this caused me, then in moving to Independence, and in working with speech correctionists by then, who would then try to work with mentally retarded youth, that we needed a program, even broader, and even less specific, as far as the phoneme was concerned and we began to experiment with what we called the language development program. We felt pleased with such a program. We felt pleased for several reasons. One, we were getting those people who accept the obligation of communication improvement for the community to come into special classes for the so-called mentally retarded and lend their talent, skill, and training, to this population that needed this skill and training and experience as desperately as any population in the public schools. That we accomplished. Second, we learned something from this. And that was, that those who are being trained by colleges and universities to represent the epitome of training and speech language in communication, know precious little of mental retardation, and know extremely little about general language development. In my own training, I saw this, and I can sympathize with this. I used to be trained primarily in the areas of the most etheteric. For example, we spent a great deal of time studying cleft palates, a great deal of time studying stuttering, a great deal of time working with Cerebral Palsied, the names of muscles, the anatomy and physiology of speech and hearing. But when I reached the schools I found out even in the regular public schools that 94% of the population I served turned out to be articulatory problems. I always tell this story - I think there is an element of truth - after you have several courses that concern cleft palates and stuttering, you get the feeling in

the public schools that you might have to cleft one to work with one and you might have to traumatize someone to get a stuttering child in your school. But if any area of language need was neglected in my training and in the training of most speech therapists I've had interchange with, it's an understanding of the language delay that we see in those children we describe as retarded mental development. Now let's turn to the programs for the preparation of the teachers of the retarded. I hate to say that in our particular state youcan train and receive full certification as a teacher of the mentally retarded without one course concerning the speech problems of children, or language development. I would like to say that in every methods course, that when we talk about the characteristics of the mentally retarded, that you get a good background in the speech and language characteristics, but knowing some of these courses, that's not so. And I would like to think in your methods course, in the methods of teaching the mentally retarded, that you would get intensive work on how to carry out language development programs. And as the guy said, that ain't so either. And I wondered, as I looked at this field, who was to be charged with the responsibility for language development, which was a critical area of need for all of the educable mentally retarded, and severely mentally retarded with whom I have had inter-change. And so, when I had the chance to pursue my doctoral program at George Peabody - all of us that went to Peabody mentioned Peabody at least once, and sometimes several times, in the course of the talk. So, when I got back there, I felt how am I ever going to get through this program, and one way, it seemed, if you have to do a disseration thesis was to take what little you knew and pursue it on, and on, and on, and on, because it certainly was too late then to come up with anything new. Well, in the two areas I've worked in most, mental retardation and speech and language, it seemed to me, lent itself to this kind of investigation. Should I spend the rest of my life saying I think it's good, and I certainly feel that way, and all my teachers agree with me, don't you. This kind of thing, or should I try to put such a program to the test of research. It was in 1961 or '62 that I did my original study testing language development with, in this instance, educable mentally retarded children. We spelled out a curriculum, we developed lesson plan, that a teacher could pick up and teach from. Now, the only reason I make a point of that is that language development had been researched before by various people - with or without control, with or without objective instrumentation, and in some instances, obviously with or without a program. Because as I looked at some of these pieces of research, I would find state-

ments like, the speech therapist was hired and told to carry out a language development program. That was in a 124-page report. That's all the description of the program you could find. Now the things that used to bother me, if I say to you that language development is good, and you say, un-huh, and youcan't find out what I mean by it, you can't find anything that anyone has done, and describe this language development, you're in trouble. You may experiment yourself, you may generate your own program, you may follow the will-o-the-wisp, but in some of the early experiments you could not have replicated, or duplicated, or modified, or analyzed, what anyone sought to do. Because if they knew, they weren't telling you. The one thing we knew at this point in research, is that if we did try language development, we had to spell out the lesson plans carefully, so that any trained teacher could take those lesson plans and pick them up, whether in Florida, or Oregon, and teach from those lesson plans and have materials available so that they would know what we were trying to do. Interestingly enough, a study that is little known, a study was done immediately after mine, it was done by Dr. Milton Blue. Dr. Milton Blue was from Springfield, and worked in this area a number of years. Dr. Blue had come to Peabody to work on his doctoral degree, finished about the same time I did, and accepted the directorship of a school in Chattanooga, the Orange Grove School, and you immediately think it ought to be in California, but the part of California I lived in, you couldn't grow oranges there either. Milton Blue took the lessons that I had written, took severely mentally retarded children of two age groups, the group he called those of younger C A, 8-4 to 13-2. He took an older group from 13-2 up in chronological age. All of these children in the Orange Grove School of I Q's of between 25 and 55. He used the identical plan and program that we had written, taught the same 33 lessons to these children using same types of personnel. At the end of this, he found when he analyzed all of the subjects, that our program did not create significant differences for severely mentally retarded children. He then reanalyzed his data - thank goodness - and found that without a doubt, the younger children in the program profited greatly from such a language development program. But those children between 8-4 and 13-2, the younger group and it was also thought the brighter group made positive results and did profit from a systematic planned program of language development. The program that we had written at that time for children in primary educable mentally retarded classes, this program did not appear to be effective with severely mentally retarded children of ages above 13, and some of these children ran to a C A of 21. How would you react to that? In my instance, very positively. I was interested to see this program tried with severely mentally retarded children - it was not written for this

population - I was interested to find that a systematic language program of this type could increase the language age of severely mentally retarded children in only three months of time. I was interested too, that the older children of the C A for which this program had not been written, did not find the program appealing, nor did they seem to profit from the program. From this we learned that no one can of worms will serve all fishermen. And we began to see that a language development kit was not perhaps as originally conceived would not meet the needs of the world, and that's hard to admit, when it's your program. So, we began then, to rework and to experiment with a program of language development, that I want to talk, all too briefly about. We began to see that with the emphasis on head start, in cultural deprivation, and the different needs of different mental ages, that we would need a pre-school kit, that we would need a level one appropriate for normal kindergarten, or children experiencing their first year of school - this could be slower learning, first grade children - we would then need a level two aimed at the intermediate EMR, or the second grade culturally deprived child, and we would need a level three. We were seeking to develop a program that could be followed consistently for four continuing years of intensive language development work. We were also concerned that this should be researched. And as some of you know, the Peabody Language Development Kit, Level I, grew from my original dissertation. It was researched for a full year in various communities and in various populations, and then was commercially produced as the Peabody Language Development Kit, Level I. This past September, after the second year of research in language development, Level II has been published, and this year we are researching actually from coast to coast and field testing in numerous school systems, what we will call the pre-school level and Level III. And next September, when these two levels of the Peabody Language Development Kit are published, it will terminate a research in writing program that goes back actually, initially to 1960. And I would say about seven years working on one program, is just about long enough. But I feel that we will then have provided for the field for their acceptance or rejection, but hopefully, at least for their scrutiny, a systematic language development program, that I sincerely feel has a lot to offer, to slow-learning and the mentally retarded youth of ournation. Now, I want to tell you some of the reasons. I feel, again as I have stated that what we have done whether it be the slow-learner on the wrong side of the tracks, whether it be the educable mentally retarded child in the special class, or whether it be the severely mentally retarded child in your program, is that we have

by intent and design taken the group of most or least verbal, and most language delayed that we could possibly accumulate and we have put these low verbal children together oftentimes in settings that restrict a great deal of communicative interchange with other children or other adults. This may be well for educational planning, but when one places children like this, we accept the responsibility of behavioral managers, as program planners, we accept the responsibility then for offsetting this language deficit. This means to me that the teacher who accepts the responsibility of working with slow learning, the teacher who accepts the responsibility to work with the severely or educable retarded, accepts without a doubt, the responsibility of enhancing language development, not incidently, not accidently, nor part-time, nor once-in-a-while, but systematically, as an intensive part of your program. It is difficult to identify any more measureable differences in the child that you work with than the discrepancy that exists between his language age, and his chronological age. Language age as we know it, shows this child below even mental age as it's measured by different instruments. This child in his finest ability- usually visual reception and visual motor association- this peaking of his ability seldom reaches beyond his mental age, and the deficit, the problems that are even more obvious in working with him, that of auditory reception and auditory vocal association, show that these are areas that must be systematically attacked. So, it seems to me that no one can travel about over the country and explain in detail what he means by language development. No one can explain in detail to every group of teachers they have seen exactly what you can go back and do tomorrow that will help the children in your room, but it seems to me eventually that someone can write down a program that would be specific to you in your needs and specific to your population. I don't want to make glowing claims for our program for your children. I merely want to mention Peabody Language Development Kit as a program that is now being tried, and as a program that could be tried by you and as a program that could certainly be experimented with by your particular teachers and population. Some of the advantages of a program like ours is on the pre-school level they are appropriate for an MA of three or four. We can place in your hands a manual with 180 detailed language development lessons. Lessons that any teacher can teach from. We can then place in your hands at the next level another 180 lessons that follow and build and have been researched. Another 180 lessons that follow the previous level. We are now able to say that beginning in September we can place in your hands a manual that gives you a lesson a day which will

last between 30 and 45 minutes a day and it can be done in three segments, it can be done in two segments, it can be done as you see to work best with your children. A program that can provide for the teacher of the exceptional child four continuing years of intensive language development. When people say can you more specifically state what you mean by language development, the one thing I always want to say is would you please just read some of the lessons, and you will know what we mean by language development for young children. We mean things like critical thinking time, following directions time, brain-storming time, identification time, activity time, vocabulary-building time, more brain-storming time, listening identification time, critical thinking time, activity time, classification time, more vocabulary-building time. We believe too, that a program like this taken not only from an intuitive point of view, but two theoretical points of view. We believe that a program like this can allow those who plan programs, to systematically pick up and further develop a particular skill. For example: Visual motor association or visual motor sequencing. When we come to the use of what we have called the colored chips. To give you some idea of how you can plan through a program, early in the program we can teach color by using these chips, later, we can tell children, would you make one like mine, giving the child a continuing discriminative stimuli. The fact that he can continue to look at this. If he needs to look up fifteen times, it's there for him to see. He can visually emulate. Now, it's interesting, too, that we have a continuing operational check. I don't have to guess whether or not the child can visual motor sequence, or follow this kind of instruction. Because when the children have completed it, I can see what they've done. Then we can go to longer and more complex design, farther over in the lessons, later we can say now you get to look just until I count five. Then you will make one like mine, now look, look carefully, and then I can take it away, this can be introduced in lesson 70. By lesson 90, we can actually reduce the amount of stimulation time. What we find out when you program, whether its following directions time where you start with simple directions, and then move to more complex directions. At often times without a systematic program, the teacher does this at times, does not do it at other times, does it some days, doesn't do it others, touchs herself, giving a sequence of five oral instructions at one time when she knows most of the children can only follow out two. An example of that in a class I visited recently, the teacher said, children will you put away your crayons, get your coats, and go to the door. Now working with mentally retarded you know that some of the kids

were at the door, some were putting away crayons, and some were getting their coats. The teacher was very distressed. She turned to me, felt apologetic, and said aren't these kids stubborn? You see, you are assuming an ability on the part of these children that may not be there and may need to be programmed in. And what we have sought to do is program in the development of visual reception, auditory reception - all types of associations - and to program in expressive behavior, both motoric and oral. One problem of trying to do language development is when you have a manual, and you have 180 lessons, many of you have spent hours and hours, and weeks and weeks, cutting up all the magazines that you take and all the magazines that you can beg, borrow, or steal. In fact, many of you have learned as I have that many of the pictures in magazines are no longer appropriate for our population. It's getting much more difficult, you know, to find pictures that appeal to children and much easier to find pictures that appeal to us. So, I think that I spent probably about two years early in this program forcing my wife to cut pictures out of magazines, and when she rebelled, the idea dawned on us in language development that one could get artists to produce good art work, certainly better than that provided to speech therapists. I used to say speech therapists had cleared more consonants and created more stigmatism than any group of people I ever met. When you find a speech therapist that used these tiny cards, they call them gomoco cards and worn out medlin cards and glaspy cards.. .....I think they really feel that they are going to work about one foot away from two children, and sometimes that's not the case. Wouldn't it be nice to have about 900 pictures like this in your room. Well, there's 450 in level I and about 450 in Level II. We will have at least that many in the pre-school level, by families, they can be re-grouped. They are all color-coded, numbered, and we have every piece of furniture, every item of clothing, everyitem of food, every activity, every kind of service, every kind of tool, and we use tools generally, every kind of pictorial object that we can't deal with always concretely. Naturally, you're going to want to expose these children to the concrete, where possible, and there are more concrete items in the pre-school kit. We have been able to put series of large megscephalic story pictures, or can you tell me what is happening here. We have our wonder pictures where you're continually bombarding the child with, I wonder what he is doing. I wonder what she sees, I wonder what's going to happen next. It seems to me that all too long we have expected a great deal of the so-called specialists of the mentally retarded and provided all too little in the way of curricular planning and curricular materials. We then have striven to

bring tapes, using male model voices, which cannot be identified by geographic region. This means we've got a man reading these, and probably you'd think he's from Salina, or some place, but we have a male model voice for children that have seldom heard male model voices, in every level we put puppets, this particular puppet, called Peaborough, (it stands for Peabody) and this little girl puppet - it wasn't the dragon that indicated feminity, it was this little lace skirt - this is Tellsee of Tell and See. Another thing about a program - one thing I think you have to do when you accept the responsibility for low language level children - is to have a program that by stimulus interests the child. I think you have to have a program that by planning includes all children. I think that few of you, and I don't say it critically, but I say it hopefully that you will check my statement. Few of you have equal verbal interchange with all children in your room. And this is unfortunate, but, we too, are creatures who move toward reward. In a reinforcement paradigm, or a reward paradigm, when I asked questions, even in my own classes, it's interesting to find someone that can answer correctly. And so, without knowingly doing it or without meaning to do this I begin to move toward, work with, talk with, and discuss more with high verbal children. We have research to show that in diatic situations in situations of two, that you will change your way of talking with low verbal children, and that you will interact more with the high verbal children who probably need less language development stimulation. A program like this gives you some insurance that you are programming in and including all children because the program calls for systematic inclusion, and systematic stimulation, and the program insists upon rewards of participation as well as vocal, verbal, output and input. Well, obviously you can see by now that one last rumor about professors is indeed true. And that is, when you turn them on for an hour, you can't turn them off short of that time. So let me conclude by saying that it's great to be back in Missouri again. Thank you very much.

Sequential Development of Skills - TMR
Speaker: Dr. Bobby Palk

It is a pleasure for me to be here to meet some new friends and to meet some people whom I have heard so much about and never had a chance to meet, and to be back in a State which I remember offers visitors much hospitality. I was in St. Louis not long ago making a speech at a meeting there. It happened to be a reading conference and after the meeting was over, this very lovely young lady came up and said to me, " I enjoyed your presentation very much, you sound exactly like Gomer Pyle" - so I assume that was good hospitality. I guess Missouri was -- Let me relate a couple of stories to you, both to perhaps relax you and to relax me. Missouri was the only State, other than Tennessee, that I had ever spent the night in before I was seventeen years of age, and I remember traveling many years ago in a pick-up truck over to visit some relatives over in the Southeastern part of the State. From that description you can imagine that I was born and reared in the mountainous area of Tennessee with a very rural area. We had a farm and operated a farm supply store, which we sold everything from tractors down to gasoline and groceries, etc., everything you needed there. All of our customers fell into one of three catagories, they were either farmers, or they were loggers, bringing the logs down from among the hills to the railroad station, or they were bootleggers, - all three groups were very honest people. My father always had the children work for him and then we kind of shared in the profits which weren't much a lot of the time, so one time when I was working at the store, ...

First of all I would like to give you a philosophy,..it's not going to be a very different philosophy, but at least give me five minutes to present it. Secondly, I would like to go into the problem of sequencing, and why I think sequencing is the necessary skill of teachers and of any program for trainable retardates. And third, which seems so logical is to relate this to the big kind of word now, Behavior Modification, and Operant Conditioning, because it seems to be now that this is one of two big conditions in behavior modification, and fourth, to relate this somewhat to individualized instruction or if you want a nice quote "Clinical Educational Diagnosis", or a Diagnostic Kind of an Approach". Now, going back to philosophy, the whole name of education is to prepare people for life, for present and future living, The way our school program has been set up from the beginning was a college preparatory kind of program, and we havn't changed this kind of program in a hundred years. You and I as special educators are trying to change it. Now, we havn't changed it for normal children, and I'm not sure this kind of program that

we have in all of public education is appropriate for normal. I know that you are all normal, but just let me give you just a couple of examples. How many of you are above normal? How many of you have read Shakespeare? Don't answer please. Have read Shakespeare in the last 10 years? Or discussed Sharkespeare? And yet I'll bet every one of us went through four years of high school Shakespeare and some in college. How many of you have used anything but the very basic essentials of algebra in the last five or ten years, and yet we had it in high school and we had it in college. Now, personally, I think a liberally educated person should have some of this, but when we think of actual utility, how much has this kind of preparation prepared us for living? So we can think about this in normal children, but it is much more essential for the retarded, and even much more for the trainable retarded than perhaps for the educable retarded. Let me give one analogy. We have in trainable retardeds a limited ability and we know that this means they are not going to learn as much as other people. And the analogy to me is with a bomb shelter. We go, and we are going to build a bomb shelter. We build this a certain size, 5 x 9 or 6 x 10 or whatever. Now, what do we do, we build this for a certain number of people. What do we take into this bomb shelter? We take into that bomb shelter the things that are essential for life. We take food, water, disposal system, some kind of air system, and communication. You wouldn't think of taking a pool table and leaving off food, would you? So this is the thing, I think, with trainables, we have to see those things that are most essential, for life, and then give them that first, and then give them a little bit of frills, perhaps, later on. So, therefore, it goes back to what one of the speakers this morning said, "We have to ask ourself the question: "Did I do the best job that I could do?" And I would ask a little more specific, "Did I teach the most appropriate concept?" "Is there something else I could teach that would have been better for this child, or for these children?" Let me give you - sometimes you compare two concepts - for example: Which is it better for a person to know, how to blow his nose, or who the first President of the United States is? You know, this comparison I think is very clear but this is the kind of question we have to ask when we are teaching the retarded. Now this causes a real problem. Then in teaching trainables, we are moving out away from structured kind of education. We can say for example, and I am sure most of you agree, that they need self-help skills, they need language skills, the same kind of things you've been discussing in your group. Now, that's difficult, because I can't give you a teachers guide, that will give you a sequential development in these

areas, like we can in the structured part of education, like reading. It's very simple for me as a teacher to go in - depending on which approach I'm using - and teach a sequential program. I know they learn this letter first, and I don't move to another letter until they learn this letter - so we have a very sequential program and we can test it in every area or level. We don't have this in the kinds of things--the kinds of tests you people are doing, and this is the thing that is so essential, this sequential development of skills. How many steps are involved in teaching the thing that was mentioned this morning, a good personality, for example. You know, you tell me to teach a good personality, and I can't do it because I don't know what a good personality is, until I can break it down into very specific steps. So, the first thing we have to do then is get it down in general steps. Get it down in manageable terms, and let me give you an example of this in light of two things that were mentioned this morning, because I think they were good points. One is the good personality. What's involved in a good personality? One thing that is involved in a personality - and I'm reading from, or scanning one of four (and I'll be using more than one) publications that we did at the college and what this did was to try to break down some of these factors in sequential step. I am leaving one copy which is my very last copy with Mr. Bilyeu if some of you are interested in this. There is one on language, one on personality, one on motor, and one on self-help. So going back to personality, one of the things is relating to adults, and relating to children. Allright, what does that mean? What we try to do is to say, what are these things? One is response to an appropriate greeting, like hello, goodby. Now this gets the personality factor down to a point where I as a teacher of trainables can teach this. I can teach them to say hello, or to respond in a different way to hello. So I'm breaking it down. Breaking it down in another kind of example invites a person to come into their room, into their home, knock before entering. Now you say this is personality. Sure, it's personality, because its the kind of thing that we think of as a well-mannered good-personality kind of person. Keep hands to himself. Using excuse me, etc. Talk appropriately on the telephone. Let's break personality down just a little bit. Let me give you another example. We talked this morning about moving into a training workshop, and the suggestion was made - look, we start training for this when the child comes into the training center when the child is age 6. Allright, what do we do? We can teach these kids even at this early age. Or begin teaching them to work on an assembly line, which I assume if your workshop is like many of the other sheltered workshops, you have a great deal of assembly line work. So, what do we do - we start them assembling

at level one - at primary - assembling things. We get them in group activities - we start them sorting. You know, I always thought, and this relates more to educables than trainables - if we're going to train this way, we teach so much individual kind of work, a simple thing you could do that would give some training - you know, we always have these ditto sheets in arithmetic, you could set up an assembly line in that. The first student do number one, the second student do number two, etc. This means the total group is contributing to the final product. You can set up a classroom, for example, sorting. How about when you run off ditto material. Can you get your kids to sort this kind of thing? How about sorting loops, or whatever you were talking about this morning. This relates directly you see to assembly kind of work. What do we have - at upper level -- sorting, folding, stapling, stuffing, sealing, stamping, etc., which are the kinds of things, that directly relate to whats going to happen, or at least what I think is going to happen, in the sheltered workshop placement. Let me give one more example, and then I will move on. One of the things we want to teach these people is what? Home adjustment? We want to teach them to help around the home, contribute. Another publication that I will leave with Mr. Bilyeu is some little kind of simple task, it seems kind of silly at times - of breaking the jobs down in the home - and I just want to give you one example. Cleaning a bathroom. You know, I think trainable retardates can be taught this kind of thing, and this would make great adjustment in the home. How many steps are involved in cleaning a bathroom? I have down here - twenty-two steps, involved in cleaning a bathroom, and in those steps, there are many more steps. For example, the last one I have in cleaning a bathroom, is scrubbing floor. And then I say here, "See scrubbing floor". And I look over at "scrubbing floor", and in order to teach a person to scrub a floor, I have another twenty steps in teaching that. Now this seems ridiculous, doesn't it? But it seems to me this is the only way we are going to teach. One of you teachers out there in the audience has worked on ironing. I have on this list something like twenty steps for general ironing, and this person in the audience has worked out fourteen steps necessary for ironing a shirt. This is the way that we teach trainables. I would have - if we could even say - and I could be back in a corner on this ... that we can teach trainables anything, if we can break it down in small enough steps. I'm not saying that we want to teach them anything, and I'm not saying the quantity is unlimited, but we can teach just about any concept but this is a difficult task. Let's break this down just a little bit further. Let's take a look at washing your face. This is one of the things that we say is necessary in self-help. Allright, what do we have to learn? We have to learn - this is an exhaustive list, but this is the only

One I will break down this specifically. One! Push up the sleeve. This is a learning task for trainable retardeds. Putting the stopper in. Turning on the water. Getting the appropriate temperature. Putting the wash cloth into the waterand getting it wet. Wringing it out. Putting soap on the washcloth. Putting soap on the face. Putting the wash cloth back into the water, and get the soap out. Wringing it out again - putting it back on the face to get the soap off the face. Putting the wash cloth back in the water to get that soap off. Then wringing it out, hanging it up, drying your face, and letting the water out. Now, you see, I don't know how many I mentioned there. It doesn't matter, but every step is a teaching step, and when we fail to teach something, then my guess is often we are jumping a step. That the child isn't understanding. But we're expecting them to take too many steps at one time. Let me give you an example of this, and it also applies to the diagnostic approach. When I was at Michigan State University a lady walked into my office, (it was the first time I had seen the lady) and we were chatting - she was a teacher of trainable retardates, we were talking about her classroom, etc., and all at once, she looked over and said, "Do you know how to pull up your pants?" Well, this is an odd kind of question, and after checking to see if everything was all right, I said, "I think I do", and she said, "Well, I bet you don't", and she relates this story which I think is a tremendous story: She had a kid in her classroom that could not pull up his pants. He was pretty self-sufficient in the bathroom, except for that. And she really worked on this, but she couldn't figure out what was happening. So one week-end she went home worried about this, and practiced all week-end pulling up pants. So that she could try to find out what was really required in doing this task. What she found out was this, you don't pull up your pants all the way, what you do is pull them up so far and then you push yourself down into them. By simply teaching this child that fact, within a couple of days, she had the child pulling up his pants. I think this is an example of what a person did in terms of sequential teaching. She had to get that missing step before this trainable retardate could learn that essential task. We could go back to many experts, and they say - as Montessory - and I do not advocate Montessory. One of her big strong points was just exactly that, that sequential training - I don't propose her sensory methods at all, but if you go back and read her approach to reading, like Bronner has stated, everything is a readiness program (in Montessory's there really is no such thing as readiness) and writing lessons. Everything led naturally to the step of writing. As a matter of fact, she said I never taught writing in my life - the child learned it spontaniously because we had broken it down in these steps, and they moved right from one step to another and when we got to writing, we really didn't have to do anything about it. I tried to give an example of personality, because this is a

difficult area to sequence. And I tried to give an example of sheltered workshop - this is not so difficult. Perhaps the easiest areas are the ones in self-care, but we have to think about it in order to get this sequence. There is sequence in other things too that we don't think about. There is sequence in motivation. There is sequence in learning or in teaching the children how to learn. There is a sequence in teaching a distractable kid. You start with short time. One minute. And Build up. So that is the big point - the sequential development. It is from this point then that we can devise a method of teaching. I cannot tell you a method to teach good personality traits. I can tell you a method on how to tie shoes if you break it down. One of the things in tying shoes is the cross-over concept. Or, I may say color the strings, so that this may be an aid. If this doesn't work, we'll do it another way. So, you see, if you break it down in very small steps, you can adapt a method that will be successful in presenting this. The second kind of principal in terms of method is teach one thing at a time - don't try to overwhelm the retarded with all of this. For example, teach them to take off one article of clothing instead of all the articles of clothing. When you bring them to school, instead of trying to teach them to hang up their coats, to put their boots away, and all this, teach them to do one--not both. Get that part and then go on for another one. Montessory says, "Throw away all superfluous material, or instruction". In her book she talks about going in a classroom where the teacher was trying to teach arithmetic and had at the front a bunch of dancing dolls - they were trying to teach the concept of numbers, and she talked about how pretty the dolls were, the two dolls, the three dolls, etc. They were compounding what they want to teach. The kids will remember forever dancing dolls. But they probably didn't learn the concept of two, or three. And sometimes we get so overwhelmed with this kind of thing, we get things that just aren't related, and one of the big points about Montessory and other people is to get it down and teach one thing at a time and this applies to this sequential development. Now, let me move to Behavior Modification. This is operant conditioning. Let me give you two or three principals. The major principal is just this aspect of sequence, that the behavior modifiers, the operant conditioners say that you have to get learning down into steps. The second principal is that behavior is controlled by consequence. Therefore, what are they doing - they're getting theirs down in manageable steps - then the consequence of the behavior is reinforcement. I don't care if it's "M & M's" as so many of the behavior modifiers use, or whether its good praise, or whatever, they're being reinforced in some way for something that they can do. They would say, the teachers become engineers in this process. That they set up

circumstances where they can learn, they can succeed, they can give reinforcement. Let me give you an example of this which again describes the reinforcement theory and the sequence, and its a film that you can get from Dr. Dynom, at Pineville in Louisiana, that will illustrate this more carefully. They have had tremendous success in institutions in toilet training, in dressing, and the film I justmentioned will show you a group of 40-30-40 year olds,retardates who ran around most of the time without clothes in the institutions. The job of these people, of the operant conditioners - was to train these people to dress themselves. Now, what would they do - they went in and the first thing they wanted this group to do was to pick up an article of clothing and they started with an undergarment of some kind, one that would pull over the head. So, they would give them reinforcement, if they picked this up off the bed that's all they expected. As soon as they learned this, then they stopped this reinforcement er reduced it. They then would reinforce if they put this on top of their head. Then they reinforced them if they got it this far down, then they would reinforce them if they got it this far down. Now, you see what this meant, it meant success, it meant reinforcement. Immediate reinforcement on a task that they would learn rather than what we do, you know, we wait until the entire job is done, and then we reinforce, so this is a couple comments on operant conditioning. You teachers have been using operant conditioning for a thousand years without calling it that. But it is apparently an effective way of teaching. Now the last point, by doing this, we can diagnois the kids' errors. We know by having a sequence, we know exactly where this kid is. In the institution, I can tell you every kid and the step where they were and which ones hadn't learned to pick up the shirt yet, which ones could pull it over their head and therefore, I could plan the program exactly where this kid was. This is a diagnostic approach. This is an individualized approach. Then when I define it in specific terms, I can evaluate my methods and I can adapt my methods to adjust to the child. In evaluation, then, to parents, or to anybody, its become so simple, that I don't have to talk in abstract terms to parents. Recently, this is the first year my kids have been in public schools and I haven't yet understood a word the teacher said. I couldn't no more tell you what my kids are doing than the man in the moon. And I think this is a fault of us. That I think by having the sequential program down in black and white, I can say to the parent we're working on color recognition and your kid doesn't know red. We're gonna try, and the next month, I hope I can say we're still working on color recognition and your kid knows red and now we're working on blue. Now this becomes a real easy way of evaluation of student and of parent counselling and gives them something that they can hang on to. Let me summarize by giving about six points that

I have tried to make:

1. Define curriculum in terms of life adjustments.

2. Break the curriculum down into concrete meaningful concepts.

3. Break the concept down into meaningful teaching units.
(This is a further breakdown)

4. Emphasize in teaching one concept at a time.

5. With this kind of program you become behavior modification modifiers when you reward at the end of each successful trial.

6. Adapt the methods to the small Unit of your content.

7. The sequence then becomes a basis for diagnostic approach in teaching for individualized instruction and for evaluation of child and evaluation to parent. It appears that these seven factors combined should lead to a more successful program for trainable retardates.

Do you have any questions?

PERCEPTUAL MOTOR DEVELOPMENT THROUGH PHYSICAL EDUCATION
Speaker: Matthew Sullivan

I would like to tell you a few things about Physical Education Perceptual Motor Development, and I strongly believe in these things, having dealt with some 2,000 mentally retarded children in the St. Louis County Special School District, and having seen these things work, I'm a believer in them. There is so much that I would like to tell you that time is a limiting factor. We could break down these programs in so many areas, and spend a great deal of time, but I would like to cite to you a few examples of the children that I have seen make unusual progress. I've been with the Special School District, this is my third year, and these concepts of Perceptual Motor Development have gradually developed these ideas with other resources of course and this past summer one of the little girls up in our neighborhood, I Q - 60, she's not a TMR child, but I was just interested in seeing just what an optimum experience one child, one teacher, what effect it would have on this child. So we took her to our clinic, we have a psychologist and gave her a psychological educational evaluation using the ITPA and Frostig tools of evaluation and then the mother took the little girl to the pediatrician for a physical checkup, and then every afternoon at 4:00 she came to my house and I borrowed trampolines and other pieces of equipment, put it in my basement, and we started this program. After four weeks, this child had these kind of experiences for one hour a day for four weeks. She had eight months gains in several areas in the Frostig and ITPA evaluations. Some people say, well, the Hawthorne effect and the tender loving care you gave her and extra attention you gave her may have been the factor. Well, of course, you can't rule these things out, but I say if its loving care they need, let's give them more of that, too. This year, we have one young girl full-time employed by the Special School District, who is working with our TMR children. She sees each child 40 minutes a week - two 20-minute periods a week, and the results we are having are phenomenal. We have given these children this evaluation that I'm going to present to you today. We also gave them them a physical fitness evaluation, a motor perceptual evaluation. Now we know what the results are going to be on these tests, because we will be able to score them. But we were interested in our teachers reaction to this also, so we have just finished conducting a survey of our teachers. We asked them not to sign the questionaire, but to just give their frank appraisal of how they felt this program has effected their children. Some of the statements they have made are almost unbelievable. Let me read you some of the statements that were made on these questionaires. The questionaire had some yes and no type of questions,

We didn't ask for this, but most of them did make some additional statement. And here are some of them: Physical Education seems to motivate children more than I could ever do. The activities seems to have improved the listening skills of my children. My six and seven year old TMRs have progressed more this year than any previous year. These children have received great benefits from our physical education teacher. She has even helped me in my methods of conducting my own class. One person says: the results in her class have ranged from remarkable to incredible. Other statements that were made: The class is more cooperative and more self-confident. Their attention spans have been increased. They are more expressive - better coordinative. One might say, well, this is a good deal, if the teachers are all going to brag on this, they should give a free period off. This isn't the case. In our program the classroom teacher goes to gym with the physical education teacher. She doesn't have to necessarily do the teaching, but she observes because we feel like these experiences that the children get in physical education are taught part of the total education of the children. It isn't something set apart. We can't divide up these kids in 11 different catagories. Someone made the statement yesterday in a meeting that I was setting in that this is part of the total development of the child. Language development, all areas of this development. Social, emotional, it isn't just something set apart. I would like to start in my talk here - I'm just setting some groundwork here - where you begin in physical education. Mr. Dabney told you I was a coach and a physical education teacher in a regular school for some 15 years, and my first effort with the trainable child and the retarded child, I tried to water down those programs. Well, it didn't work. We had to back up farther than that, and I'd like to present to you where you have to start, and this is the motor development area. Even a normal child has to have these kind of experiences. And if a normal child needs them, we sure know that the retarded child needs them much more. I can cite a couple of examples in St. Louis County where in their kindergarten program now they are emphasizing primarily the gross motor development of children. Rather than studying reading too soon, as a lot of schools are doing, they are interested in setting this groundwork of Motor Perdeptual Development, and one school in St. Louis County, and I can speak - pardon the personal references in the area I come from, but they took the Junior High children who were slow achievers - who weren't keeping up to their capacity - and gave them motor perceptual evaluation, and they found that 80% of these children had motor perceptual problems. Now if this is true of a normal child, it is doubly true, or tripled for the retarded child. A child learns about himself, not by being told about

himself, but he learns by exploring for himself. It isn't until he moves into space and explores his environment using both sides of his body, his arms and legs, and youcan't tell him about these things - you can't necessarily show him. It's when he experiences these things for himself that it has meaning. Motor Perceptual - we probably should try to explain this term - and I think about the simplist way to define it would be stimuli and response. Stimuli can be auditory, verbal, kinesthetic, and in our efforts here today, we are going to try to use some of these stimuli and then we are going to see how effective the child responds to these kinds of stimuli. I would like to say slso, that I'm not a neurologist, I'm a physical education person, so some of the thoughts and philosophies you hear now about neurological reorganization I can't speak in behalf of these things, because my background is physical education, so the things we are going to do are going to be physical education activities. There are several factors that might inhibit a child from developing motor perceptual-wise. One would be neurologically impaired. I figure some structual damage that a child may have an orthopedic problem, and this would limit his ability to become well-developed motor perceptual-wise. A lot of children have an environmental deprivation. Maybe the parents are a little overprotective. I'm sure this is true with some of your children - they are with our children. A parent has a child who they know is mentally retarded and right off the bat they do everything for them. And the child doesn't have the opportunity to experience all these things that are necessary for motor development. Another factor is the low level of physical fitness, obesity. A child who is overweight that has poor level of physical fitness isn't going to enjoy moving and as a result he is going to be wanting to sit over there against the fence. Sit on the sidelines while the rest of the kids are playing. So, those are factors that might inhibit good motor perceptual development. Did you ever stop to think why many of your youngsters in your class can't touch a ball. What all the skills are involved in just touching a ball. I know my first efforts in trying to teach some retarded children to touch a ball, I remember, say, when I hold your hand, throw your head over your shoulder, you hold your thumb in this position, just below your waist, you hold your little fingers together, well, this is too advanced for some of our children who have motor perceptual problems. What do we have to know, in order to catch a ball? Number one, you would have to know how faraway the person throwing the ball is standing. Number two, you have to visually perceive a speed at which the ball is traveling toward him. Another thing he would haveto learn, he'd have to acquire a sense of feel to be able to judge the resiliency of this object. So, you see, it isn't just something that you learn automatically. And the child that we all

have to deal with, has to be taught these things. And some of the things we will do today, I hope might give you a little more insight on some of these problems. I think by looking at these learning problems in this vein we have a little better understanding as to what the problems of the child are. It isn't that he isn't interested in touching the ball, but if you throw the ball to him and it hits him on the chest and it is an unpleasant experience, you're not going to get him to try it too often. So then you will have to move back to using an object that doesn't travel quite so fast. Maybe its a balloon. The child maybe has a mid-line problem, and he can't observe that ball that moves through space. As long as its still, he sees it, but as soon as it moves, he may not be able to see it. A little girl I worked with this summer, had a visual Apeli test, 20-20. But one of the activities we did, she couldn't catch the ball, and she wouldn't have any idea where it was, but she could see it, she could tell you the color. But she wasn't able to see this object as it moved. One of the activities we did with this child, we 'd hide the ball. My wife helped me with this and we put our hands over her eyes, and we'd hide the ball up in the tree - or way out here - or over here - then she'd have to search and see if she could find the ball. And I have a little gimmick here we're going to use pretty soon to watch the children's eyes, to see if they can follow this object. What implications this has for learning, you can see them, I'm sure. A child who can't follow a ball moving through space, how are they ever going to be able to look at a printed page and have the eye-coordination to visually pursue letters on a printed page. Another interesting observation I've noticed on the children trying to hip, or hop, or gallop - the locomotion activities - why aren't they successful in these activities? A lot of times it isn't because they can't do them, it's because they don't see how they're done. It isn't necessarily their coordination is so poor, which is true in many cases, I'm sure, but we've been observing the children trying to learn to skip, for example, and a lot of children can't discriminate between the child who can skip and the child who can't skip. But they aren't visually able to discriminate good form in skipping. This gives you a little more insight into some of these problems we have in getting these children in physical activities. Studies have proved, though, that children can improve in motor skills. And they can improve in physical fitness skills. I mentioned a while ago some factors that made it difficult for children to develop motor perceptual skills. Here are some thoughts you might keep in mind if you are in this area that might be conducive to good perceptual motor development. Number One: I think this is really

important that you evaluate and have some tool to measure where your children are. There is no one study plan, we couldn't say every child starts right here, because I think there is a wider range of ability when you deal with trainable children than there is when you deal with normal children. Their abilities are really wide. The staff is great. So we have to have a tool to evaluate the children in this area. And that's what I want to talk to you today about and demonstrate. Number Two: We have to every day give that child an opportunity to succeed in what you're going to do, and that's what I hope to do with these children today is give them an opportunity to be successful in what we do with them. Then you have to have some idea about progression. In other words, you start at this point - each day you want to challenge him a little bit farther progressing towards this goal of motor perceptual development. Don't go too fast is another thing that is very important. Take your time. Reinforce the skills that a child has learned, in a level that he has been successful - don't forget to come back to it and keep him continually being successful and reinforce that area. All the activities have to be fun. Particularly the TMR child - he doesn't understand, when he gets tired, he wants to quit. If you're having him do some running, if he gets the least tired, he stops. And you have to find ways to make things fun. And I think the most important of all is teacher enthusiasm. If a teacher is really enthusiastic, his job becomes much simpler. We are really fortunate, we have a young girl, Helen Wren, a very dedicated person in this field who has done a remarkable job. For administrative purposes, we're classified this motor perceptual area, into three areas, and we've used the ideas of Sephart, McCloud, Hayne, Jetman, Bowers, and Frostig, to try and catalog these things. They are all interrelated. It's hard to separate one from the other, but for administrative purposes, we've broken them down into Balance, Awareness of Self, and Space Orientation. I want to add here to what I've said there's no paracy that covers all the ills - there's no pill that we can give these children that covers all his problems. But I think this is one area that we can improve the child's potential. Now, if you'll just take the chart, of this material that was handed out - the secretary told me she thinks she forgot a page - but it is all here. This approach in motor perceptual development is a very growth approach, but I think its a good teaching - to make a statement that we progress in the growth of fine motor, as we learn the growth activities, the fine motor activities then become more easier to learn. The survey gives the teacher a tool to measure improvements - to evaluate where children are and to measure improvements. Also, it was devised to be used in a class setting - rather than taking one child and one teacher - to have a class setting to get these things across. The first chart here - Motor Perceptual Survey Balance - let's look at those activities for a minute. Each of those activities are spelled out

in more detail than the materials preceding it. So, if you would evaluate the children, you would evaluate them in light of what the instructions are in the preceding pages. We will not go into this in detail, but we will just hit the highlights here. First of all, we want to make sure that the children are successful and will do some simple balancing on tiptoes. If you notice the rating scale - now today, I want you people to take this chart and pick out two or three youngsters you are going to watch, and see if you can score them with this scale. If they can't define the activities at all, give them a zero. If they perform the activity, but they can't do it for say 10 seconds, the length of time that is suggested . . . . . .

Explanation of charts - with suggestions made to give children activities to do - such as locating body parts - have a large bell - let the children crawl through using proper locomotion. See if children can get their hands and legs coordinated.

. . . . . Something that greatly inspires me, I think the Kennedy family has done a great deal to promote programs for mentally retarded, and our late President made the statement that has been of inspiration to me and I'm sure it is to you - that the mentally retarded are brought into this world victims of fate. And it's up to us to make sure they don't stay here victims of neglect. And with those remarks, I dismiss this group. Any questions?

THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF A CURRICULUM FOR THE TRAINABLE MENTALLY RETARDATES

Speaker: Mr. Richard S. Dabney

If you know me, if you know my philosophy, you know that to me thachers are the most important people in the entire world, and that teachers of children who deviate from the so-called normal are the most important people in any school system, no matter what you hear from other sources. Because I admire you very, very, much, because you are the ones who have met the challenge by accepting the idea to work in this area, an area which we all must admit is not the easiest area to work in, so hair or no hair, I take my hat off to each and every one of you. As you know, all people are not fitted psychologically to do the job that you are now doing. You have chosen to do it because you feel that you are psychologically fitted, that you have something to give these children, that you have the skill to work with them and their families, that you respect these children, that you have the ability to see what lies in the future to every child that you have under your direction. It may be good and it may be bad - I'm not to question. If this is not true, I hope that you waste no time in removing yourself from this program and finding another place where your talents are truly accepted. These children deserve the best. And you deserve to feel that you're an accomplishment in your work, whatever it is. This conference is important, not only to each of you individually, but to you as a group. It is not often that an entire staff of your size can be called together to pool ideas - for all teachers need guidelines to work with children. Each one of you is important in assisting in providing these guidelines. You see, you are very important and you are given a chance to do things that the teachers in the regular classes were not allowed to do. They couldn't dismiss those classes for a week, and I hope - and I know that you will get a great deal of help out of this meeting. You are important, and now I'm speaking to each one of you individually. You realize that you are the one who welcomes a child to a classroom on the first day of school, and as a result in welcoming this child, you open up a world of wonders for him. Second, you are the one who reads the child's enrollment record and realizes this child's strength and recognizes his weaknesses. You are his teacher. You are the one who designated himself as a spokesman for this child. You did this whether you wanted to or not when you entered the classroom. Having access to his confidential records, you silently pledged yourself - I sincerely hope - to keep these records confidential and not discuss the child on the street, at social affairs, or anywhere else as a pro-

fessional person in conference for the good of the child. I don't know how you got around this, but I have made in the past designing persons very angry when they have said to me, "You have little Johnnie so-and-so in school. He really doesn't have sense enough to come in out of the rain, does he?" And I have said, "What he has is of no business of yours, and I would suggest you keep your mouth shut." If not - you won't get nice reception by doing this - but that is the way I feel. Next, you are the one who maintains always a professional attitude in working with other schools' personnel, and this is not always easy. In causes with teachers of children who are educable, I think one of the most serious problems is the fact that the teacher of the so-called normal looks down their nose very straight at that person who is teaching educable mentally retarded and I know if they do it with the educable mentally retarded, their nose goes up so high that they can't blow it with you people. But I would like for you to maintain a personal professional attitude in working with other school personnel whether you like it or not. Next, you are the one who gains the trust of the child more quickly than anyone outside of the home, and I hope that you treasure that trust. I know you do. You are the one, as I said before, who faces teaching through our teaching youngsters of a higher level of ability and I hope you do it proudly and with no apologies whatsoever because you believe in these children under your care. You are the one who interprets the program to the parents, and you do so with conviction. Such conviction, that cooperation is received. You are the one who interprets the program to these parents. You are among the ones who visits the home of the child and assists the child to live comfortable in the home, accepting its wealth or its poverty. You are the one, maybe the only one, who recognizes and assists the parents in understanding the strengths and weaknesses of the child, and in building up a program at home for him so that he will be an acceptable home member. You are the one who recognizes that self-esteem is of paramount importance for any child and if this child achieves this feeling, he must look right, he must act right, he must feel right about himself. You are the one who comes to understand the little quirks and idiosyncracies of each child and help him to adjust so that he can fall into a pattern acceptable for group learning. Remember that all of us have different patterns. These children all have different patterns. So, you set up a programming for each individual child, knowing full well that all youngsters do not fall into the same pattern. In setting up this

program for each child, you are often faced with a dilemma, of just how much and what to teach. This is why you are here today. And knowing each child as you do, I'm sure that you have thought of many areas of learning, which you wish to present to him. I hope that you realize, and I'm sure that you do, that all of them do not learn in the same way. They do not learn at the same rate. And all do not learn the same amount. In working together this week, you will pool your ideas, on what to teach, the learnings required, and all the evaluations of teachers. I'm sure that your aimings will follow the general objectives of good citizenship, worthy home membership, whether that home be a private home or a community home, and self-esteem again, that is, that you will make this child want to look right, to act right, and to feel right about oneself. As one looks over these objectives, one can see many units of study, which may be presented to him in each objective. Choice of units require very careful timing on the part of the teacher. As you know, this Unit that you are working on must be interesting to the child, and of value to his everyday living. Again, most important, it must be presented in sequential order. And it must be so very short, in order to hold the child's interest. I'm quite often afraid that teachers become so interested in teaching some phase of the curriculum that she teaches what is most interesting to her or him. Notwithstanding the fact that the child is not ready for it. In working with units, there must first be a statement of the objective. What are your objectives for this curriculum? The suggestions of the learning required for the achievement of the goals. And there is a correlation of various learning activities. Here it is that individual differences be handled with interest and with acquired learning. For example: In the study of the use of the telephone, there is the study of the telephone itself. The recognition of numbers - they must have it. Telephone manners, how and when it is used. Good speech, sentence structure, placing and receiving calls, talking and delivering messages, voice placement, and many others. I am sure that you realize that this cannot and should not be taught all at the same time. That must be taught in sequential order when the child is ready for it and not before, even though you wanted it. Provisions should be made for demonstrations, repetitions, and drill. As you know, these youngsters love repetition. They thrive on it. They grow on it. Because they are concrete learners, so they need this repetition. Now, I'm going to talk about one program and one program only. All of these that you have listed are excellent, providing you don't go too fast. I have been completely sold on the physical fitness

program for these children, and I've prepared a short outline of some suggestions which might be beneficial to you in working on this phase of your curriculum. It needs many additions and much revision, but you are welcome to it if you want it. I know, and I was doubtful when it was first entered into a school that I know of and the physical fitness program of what it would do, wouldn't take too much time from arithmetic and reading. Your children don't need reading and arithmetic that badly. It will come much easier if you have a good physical fitness program. I've seen it work. It takes all of you to do it. It must not be done - say at 10:00 in the morning and quit at 10:10. It must be done when its needed - when the child needs it. The child must be physically fit in order to learn. He must want to look right. If he can look right, he can act right, and he can feel right, if he gets it through a physical fitness program. I advise you wholeheartedly to work. I've seen it done. I've seen a whole school of children who meet you in the hall and look you squarely in the eye, say good morning to you and call your name, to walk in front of you and when he does, to say excuse me. He becomes acceptable because he feels right, and people look at him and say he acts right. I believe in it. I hope you give it a chance. You'll be so surprised when you see what it has done. I brought some films along, but I don't know whether you'll have time to see it, or if the school that has it, but anytime you want to borrow them, I'll be glad to give them to you. Your specific interest this week is in building this curriculum, I cannot let the opportunity pass without urging you to keep your sights on the major objectives of your program. You know what it is? To me there is only one objective. What's he going to do after he gets to be 21 years of age? Regardless of the age of the child with whom you are working ahead, look ahead at his potential and view your offerings in preparation to what he might be doing after he is 21 and out of school. You will not be absolutely correct in all your predictions. You will say to me, if I come to visit you, I am sure this child cannot do this, cannot do that, or you may say he can do this, or he cannot do this, but I think you ought to train him for it, for living after he is 21. Regardless of his station in life, past 21, three things are important. They are: First, good work habits. Second, the willingness to follow directions. Now most of you see that that happens, but does he have good work habits. Third, does he have the ability to get along with others. You know, he doesn't learn all of these three things after he enters the sheltered workshop, because these are things which should be taught daily from the time he enters your classroom. I mean your classroom - he should have had some of

it at home. He doesn't always get it at home, but he can get it from you. You are the one to do it. Remember now, I haven't been cross with you. I love you very much, and I want to commend you for the efforts which you will put forth this week in setting up guidelines for your work - you do a good job, and you'll be nationally known. No one else has been able to look at these children past 21 and have them ready for it. Sometimes, I am sure you wonder what your function is because you are pulled in so many directions. The parents want you to do this, Mr. Sheperd, Mr. Brewer, and the consultants want you to do this. Your school wants you to do something else. But I think there is one thing you can do best of all- it is to teach. Not to keep children busy, but to teach a child to live in such a way that he can take his place in society. And that he will always look right, he will feel right, and act right about himself. Thank you so much.

WHAT THE SHELTER WORKSHOPS WANT FROM YOU
Speaker - Dr. Don Huddle

I'm sure that what I'm going to say here certainly doesn't apply to teachers of trainables in the State of Missouri. In view of the investigation that we pulled off after I took this job, well, what I thought I would do was make a little speech, grab the money, and run like a thief, but then I got real interested and Charlie is a tough man with the check book, so we did a little telephone and mail survey to about 38-49 workshops. I don't think the sheltered workshops know what they want. We had the grand high priest of Behavior Modification, Odgen Lensley in to talk to us, and he talked about doing a study over in Kansas City whereby he, well, he was afraid to do the study, because he wanted to find out what kind of behavior teachers in the classroom didn't like in their kids. My gosh, if we do this kind of a study, if we have 35 teachers, we're going to get 35 different kind of answers. The kind behavior didn't like. And as it turned out, we actually found only about four kinds of behavior. Specific kinds of behavior, like getting out of the seat, kicking, talking out, etc. I thought the same thing might work in sheltered workshop. I really could get about three or four things they really wanted from teachers of the trainable, but I'm sorry to say that did not work out. We have approximately 27 different specific answers on what they want. They all boil down to a couple of things we want to talk about. When I talk about Sheltered Workshops, I'm talking about workshops for retarded individuals. I suspected when we first started talking about sheltered workshops really didn't know what they wanted from teachers of the trainable. I started digging around to find out why this sort of situation existed, and I think the answer to why sheltered workshop personnel cannot be specific to me when I ask them what they want from teachers, may lie in the answer to a couple of other questions. And I think all these are tied in with objectives. I think the first question that we will talk about that may answer why they can't give us an answer on what they want, is, No. 1, what are workshops for? And then I think the other one closely related is, who are the sheltered workshops for? In other words, who are we going to be talking about today? I want to clearly define this because I want to expose all my biasses at one time. And I want you to recognize when I talk on and on that we are talking about this segment that I'm going to define. As a trainer of managers of programs I'm very objective oriented. In other words, I don't really believe that we would breathe if we didn't have to. I believe that we move towards some objective. As a matter of fact, my kids get very mad at me occasionally because they come to me and say what is my problem - and I'll say I can't answer that unless you tell me what your objective is. The point I'm making is, I don't think there is a problem without an objective. Think it over. Can you state me a problem without an objective. In other

words, in my estimation, a problem is the only thing that stands between you and the objective. The point is, if we don't clearly define the objective of the workshop - what's it for - who should be in it - then how can we possibly talk about what technique should we use to train these people. Traditionally we talk in terms of trainable, classes, and workshop classes, or a combination of both, in terms of self-help skills, socialization, partial economic self efficiencies. When I think in terms of definitions for sheltered workshops, I cannot think of a single sheltered workshop definition, which doesn't mention something about work in it, and not very many that don't mention something about getting some pay - partial economic self-efficiencies. Frankly, as I travel around the country, I think partial economic self efficiency is not being met. And maybe some of the others aren't either, but we certainly can't meet number three without - we can't meet the first two - without meeting number three, I don't think. Now, if we have definitions - talking about work and money, and we have objectives talking about partial economic self efficiency, and we're not meeting those objectives, either we have to change those objectives, or the definitions. Now, I don't see any inclination on the part of people that change the definitions of what workshops are going to do. I just think we havn't interpreted them quite yet. I would like to talk about why I think the idea of partial economic self efficiency is not being met. I think there are probably two pretty specific reasons. One, I think is very definitely in the area of research, the other I think is in the area of defining the population. Up to now, we talked about what a workshop is for and we figure their objective is to turn out some work and make some money for somebody. Now let's talk about research. When I talk to the people around who are going to use our products, in other words - the service of the workshops to make them money - I get all kinds of answers and a lot of them boil down to well, I'm afraid they can't stick on the job, they can't do the job, they can't learn the job, (they meaning trainable individuals) all sorts of fears, and I'm talking in terms of industrial people, and we're talking about work performance, I think we need research to show them that they can do the job. Now, if any of you people go momentarily insane, and read a little article that will appear in the April mental retardation supplement, I'm going to talk about in there the kind of research that we have. We can state pretty definitely that they can learn to do the tasks, that they like to earn money, that it takes them long to learn, but they can probably learn, and they are probably competitively oriented. I think we can start thinking about reaching the objectives, if we have some research things to

show business, and say, look, they can learn it, and we can prove it. Let's get on to who we're talking about today. As I look around the sheltered workshops, I find we have a lot of people in there, that the way I look at sheltered workshops, don't belong in there. This same thing is carried to a greater extent in sheltered workshops. I think one thing that's happened there, and again we're talking about defining the people that should be there, before we can talk about what we're going to do. One of the things that has happened, I think is the fact that before 1950, when you said trainable, I don't know what people thought about, but they certainly didn't think about moderately retarded individuals. The very first thing we had, of course, to go for trainables was sheltered workshop situations, and I think we immediately started to assume that this one giant umbrella would take care of all the kids, after they got out of school, after they got out of somewhere, wherever they used to send them. Because of this situation, we began to see this giant umbrella over all our trainables, and I don't think this should be the case. When we talk about those people who are qualified to be in a sheltered workshop situation, in my estimation we are talking about only one small part. Now let's think back in terms of objectives to justify that statement. If we say in terms of turning out the work, meeting some industrial objectives, and partial economic self efficiencies, so the kid is going to make some money. If we have somebody that can meet those objectives, should he be in there? Now most of you by the very fact that you are here accepted the definition of some of these objectives. Now, quite frankly, I see too many people in sheltered workshops that should belong in a happiness center somewhere. Now, someone is going to stand up and say, he wants to put the rest of them in an institution or something else. I don't believe this at all, but if you can't meet the objectives of the workshop, then I believe they belong somewhere else, probably in another activity center of some kind, a sub-workshop, or something. I don't care what name you want to put on it. Now, I 'm talking about the kind of people that can meet the objectives we talked about. I'm talking in terms of the classes now, the training centers. I'm talking in terms of high and low functioning people. Now, the people I think are going to fit in the sheltered workshops are high functioning people, in relation to trainables. Do I mean high I Q people? I do not. I mean high functioning people and this thing is compatible, you make this functioning thing compatible with the workshop director on the basis of what the guy can do. Now, I talked to you about the research we did at Fort Wayne and found out we've got people assembling those television rectifiers I showed you this

morning with 29 I Q. If a guy is able to meet a factory production with a 29 I Q, he belongs in a sheltered workshop. The point I'm making is when you talk about high functioning, I'm talking about in relation to what he can do in a sheltered workshop toward meeting the objectives. One of the insidious things that happened when you "willy-nilly" put people in sheltered workshops, the fact that you falsely sell to the community what the sheltered workshop can do, and you hurt the program immensely from the very start. I believe there is some local history (I'm talking of Kansas City) to show that this is the case. When we start talking about objectives, a statement comes to my mind that I often use when I start assembling Christmas toys for kids - after everything else fails, I read the directions. After everything else fails when we start talking about objectives for kids, then I suddenly realize that maybe we should be going to business and asking them. Because aren't they in effect the people who are going to make our objectives in the workshop come true? And their workshops objectives are stated very simply, we want somebody that can do the job. Isn't this right? How could you argue with such a point? So what it boils down to - the population that I'm going to discuss here - after demonstrating my biasses to you is this group that can meet the objectives, of getting the work out, doing a satisfactory job, satisfactory to industry and business, and earning some money. Satisfactory is the key word of course. I don't think we have to go around and beg people, say look, help this poor guy. And we're not going to get the kind of cooperation we need from business and industry unless we can go around and sell him a product. And when you start doing this, then you can start bidding competitively. Like you men are doing here this morning on this work. This is when sheltered workshop takes its rightful place. I think it's ironic indeed that we don't consider business objective. When we did this survey, I got all kinds of answers from teachers in sheltered workshops. All kinds of answers from workshop personnel. Let me talk to you about some of them. I said to them what do you want me to tell them that you want from training centers. What do you want those teachers to teach the kids to get them ready for sheltered workshops. We want kids that behave themselves - that's specific, isn't it? I said, well, could you be a little more specific. Well, we want kids that don't cause trouble. We would like children that don't talk so much. We would like children who can stick on the job a long time - we're still talking about people in sheltered workshops - and we're still talking about the people directly supervising, in other words, the workshop foreman, or whoever serves in that capacity. Then I asked

some of the teachers, and they came up with about the same type thing. In other words, what I'm saying here, most of the workshop staff personnel, below the foreman level and sometimes up in the foreman level counsels in terms of what they wanted in terms of behavior. I want the kids to do good, not cause trouble, then after all that failed, I read the directions, and I started calling people who used this product and services of sheltered workshop, and I said to them, look, we know that you know what a sheltered workshop is, and that usually stops them right there, because they didn't know, and after I explained it to them, I said what would you think, and then I broke this into two people, people who didn't know what sheltered workshops were, and people who did know what sheltered workshops were. The ones who knew what sheltered workshops were for, and who wanted to use the products, chalked all their answers in terms of - what do you suppose? Behavior? No, very simply, work performance. Because work performance for them is what helped them meet their objectives. Their objective is very simply stated. Look, I want to turn out the work so the objective of the guy in business who's using this sheltered workshop is merely stated in terms of work performance. If a guy can produce, there are all kinds of stock answers for this - but work performance is the thing. Now, I submit to you that the things that the workshop people and the teachers tell me they think should come from teachers of trainable and the business people is very compatible. In effect, I suspect, if we think of these in terms of objectives, they mean almost the same thing, if your objective is to get a kid ready to work, we're going to be thinking in terms of work performance. And behavior is part of that, isn't that right? I hesitate to make the next statement, for the simple reason that I want to talk about specifics that are applicable to teacher workshops and industry, and I don't think you can talk about it in terms of specific yet, because I don't think we know enough about what we really want. But again if we think in terms of objectives, partial economic self-efficiencies, and work performance, maybe some of these will fit. I find one thing is very funny, strange, that the parents of kids who are eligible for sheltered workshops are the last ones to think of objectives concerning their own kids. They don't know what their kids want, as a matter of fact, they really don't know what a sheltered workshop is. Is that right? I don't think teachers of trainables in many cases have been in sheltered workshops. I know that's not true here. I don't think industry perhaps can talk in terms of objectives, and know what sheltered workshops are. I think that what we want from you in sheltered workshops, one thing very specifically, is an idea, a specific

idea to us, to parents, to teachers, to your fellow teachers, to industry, to yourself, of what kind of a population you are talking about when you talk about kids who are eligible for sheltered workshop. I hope that's not too great a generality. Now, how do you get this specific idea. Well, we go back to the idea we talked about functioning a while ago. Workshops have to be set up, I'm sure, according to the kind of area they're in. So we cannot talk in terms of tests that we would use in Chicago, or Elephant Knee, Tennessee. In other words, I'm saying to you - if you define your population by a single test, it can't be done, in terms of functioning. Again, we go to business, and find out what business wants. Now, I'm not suggesting to you that you train these people to do a job. Maybe there are an area of jobs that you want to talk about. I know as a workshop director what I want from you, are some very specific answers on what this child that we've now defined, this high functional trainable. I want some very specific answers on his performance, and on his behavior. Now, I sat in a meeting not too long ago, where some guy said I don't care what the psychological report says, I don't ever want to see it. He finally admitted that, yes, this was very helpful information. What am I saying here? I found that when I worked in workshops, and I went back to teachers of trainable, what did they tell me, they said he's a good boy. He sits in his seat, he's not noisy, he does what I tell him. I don't think this is specific enough. You know how they test for pecan pickers in California? They have a board with two bolts through it. They give the guy two nuts, and say put them on there. They have to reach around where he can't see and put them on. That's the way they test. This is the kind of thing I want to know from you. I want to know all sorts of things about this guy, and I hope you systematically record it. And therefore, it puts an obligation on me to show you what kind of systematical recording I want. I want from you how many times a guy goes to the bathroom, and what happens when he becomes excited and give me some specific examples. Most of all I want from you a statement that the objectives we talked about of self-help skills and socialization - whatever that is - has been achieved. What I also want from you in generalities here is to get work oriented, instead of home oriented, instead of of community social life oriented. The sheltered workshop is a place where they work, and when a parent comes down and says where are the afghans ,and I know what she means when she means when do they have their happiness hour and lie down on the floor in the workshop, I know she doesn't have a very good idea of what goes on. So, I want you to become work-oriented - getting these people ready to work. I find that women teachers of

trainables sometimes become a little protective about their people. And expecially if losing one or two of them might mean the classes cut down below some legal limit where we don't want to lie about it. You have to treat these kids just like your own kids. You're not raising them to keep them you are raising them to get rid of them. And you can raise a kid until he's 21 years old in social and community skills and its still ambigious, but you cantkeep them forever. You should explain to the parents this is a work oriented program and the kid goes down there if they work - shop, we're talking about - not a happiness center - we've got another little activity program over here for the low functionals. Let me say one thing right now. I'm talking about the idealistic situation - it isn't going to happen that way and we all know it - but we're going to try for it. I want from you an acceptance of responsibility that you're going to help make this a work oriented program. When I said a minute ago that I want you to be sure that he has self-help skills and socialization, I want you to guarantee me this. I want you to also guarantee, if you try the work shop situation and it don't work out that you'll take him back and we'll work on it some more. Now that one out - always out - philosophy is no good. When we talk in terms of high functional or I'd like to use the term pre-vocational people, or pre-workshop people, this means that we might move them faster and have more time for the others that may not be this way. I think that before you do anything that we're talking about here in the way of specifics, you have to become objective oriented, and I suspect this comes from the state level right on down, and I think it is pretty well objective oriented and this is my way of work objectives. I don't think it hurts you at all tothink in terms of objectives, the way you handle kids. Now, if I had to pick two things - and by the way, I was very interested to hear my friend say that he couldn't tell you what to do, he could only tell you why people failed. I tried to pick two things on why kids fail in workshop. The main one that would head over the whole thing called lack of vocational sophistication. Kids don't fail because they can't learn the task. Kids don't get bored and stab somebody with the end of a pencil because they can't learn the task. Kids don't start missing work because they can't learn the task. They start doing all of these things because they can't get along on the job. Now let's examine it from the standpoint of where you can specifically help here. We've been looking at some things that kids do in sheltered workshop comparing them to normal operations and find that in the normal operations there is an initiation period, where you go looking for left handed wrenches. To a lesser degree this happened in sheltered workshop situations. We've had this and know it's true. Sometimes, it gets a little unsophis-

ticated. Kids should be prepared for this. I think you people have to teach for adaptability. And I think that you'll find that under the heading of job sophistication and getting along on the job the reason kids won't change, the reason they have problems - they are not adaptable. I think some of the things we have to do are these: I think that the child in the training center has to be exposed to many different kinds of tasks. And remember you're going to be work oriented so some of the things you're going to be teaching is not going to be, look, he can count to ten - but, look, more especially, he can put the bolts on in the right order in this little game we're playing of nuts and bolts. I think he has to be changed frequently on tasks. Workshop directors and even your local foreman will tell you that one of the problems is that a guy will downright refuse on a new task. Why? Simply because it's different and he's not used to it. If you want to be real wild, I'm not so sure but that we should change teachers in classes for trainable. Periodically. Say like every two months, but I'm not prepared to push that one yet. Let's get back to adaptability in class. When I say you have to change the task he's doing, there is an assumption here that you have to have time to task so you can change. So what's wrong with working industrial type tasks into regular classroom game situations. When we talk about dexterity, I think this fits probably pretty well. I don't want to get into the finer nuances of the differences between physical education, physical training, etc. I think it fits in with motor development pretty well. It could be fit into the curriculum pretty well. It all goes back to objectives. If we're going to get these people ready to do industrial type tasks, partial economic self-efficiency meeting the objectives of the sheltered workshop, then we should do everything we could for --- All I'm saying here is - I think in your curriculum, you're going to do plans and have practices, and give these guys a chance to practice on vocational type skills. Maybe you do already. Here's where the creative teacher helps. Because you find all kinds of things this guy can do which are really - the washer bit, with the different colored washers, and the assembly operation, all this type of thing, the thousand and one tasks you could think of. The other thing under vocational sophistication, besides adaptability I think is perseverance. I think one of the keys to perseverance is again defining the population. Perseverance fits with functioning, doesn't it? In other words - the objectives of a workshop, if he is going to accomplish his objectives, he has to persevere a little bit. Maybe we should be working more with the people who display to you an ability to persevere in a workshop, in a classroom. I suspect that some of Leslie's thoughts may be adapted very well to teaching perseverance. And I believe it can be taught. Now I'm not talking about operant conditioning techniques, but I'm talking about "a" operant conditioning technique. In other words those that appear to be and are not - behavior modification - if you please. We're not interested

in - I think the time will come when we're not looking at long term effects so much as we are at how his behavior is modified right now. To summarize very quickly, I think that we need to think - we have to define our population very well, I think we have not defined it very well - I think we need to think in terms of objectives for what the workshop is really for - for who should be in it which of course is defining the population, we have to make closer contact with business, find out what they want, in your particular area, and then the specifics that I talked to you about fit along this line with some things that you're going to work up and then say, well, he didn't tell us anything, but some things you're going to work up about teaching adaptability, changing tasks, getting these people used to seeing different people come in. A little story I told over at the research center the other day, and the guy had 10 things to do. For fun, we started him on No. 8. He did 8, 9, and 10, and put his coat on and left. Get them used to different sequences. I wish I would give you a list of 10 things to teach, but I can't. I think the answer to specifics comes from a rededication to the traditional objectives. I think the answer comes in a dedication on your part to work orientation, and I think the answer comes in being creative in teaching job sophistication. Thank you.